

**Texas Education Agency  
Standard Application System (SAS)**

<b>2016–2017 Texas 21<sup>st</sup> Century Community Learning Centers, Cycle 9, Year 1</b>				
<b>Program authority:</b>	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act			<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant Period</b>	August 1, 2016, to July 31, 2017			<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> <b>Received</b>  <b>Texas Education Agency</b>  <b>Document Control Center</b>  <b>Grants Administration</b> </div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> <b>2016 MAR 23 PM 2:02</b> </div>
<b>Application deadline:</b>	5:00 p.m. Central Time, March 29, 2016			
<b>Submittal information:</b>	<b>Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address:</b> <div style="text-align: center;"> Document Control Center, Division of Grants Administration  Texas Education Agency  1701 North Congress Ave  Austin, TX 78701-1494 </div>			
<b>Contact information:</b>	21stCentury@tea.texas.gov			
<b><u>Schedule #1—General Information</u></b>				
<b>Part 1: Applicant Information</b>				
<b>Organization name</b>	<b>County-District #</b>			<b>Amendment #</b>
Dallas Independent School District	057-905			
<b>Vendor ID #</b>	<b>ESC Region #</b>			<b>DUNS #</b>
<b>Mailing address</b>		<b>City</b>	<b>State</b>	<b>ZIP Code</b>
3700 Ross Avenue		Dallas	TX	75204
<b>Primary Contact</b>				
<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>	
Crystal		Rentz	Director of Summer Learning and Extended Day Services	
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>	
972-925-5412	crentz@dallasisd.org			
<b>Secondary Contact</b>				
<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>	
Sequetta		Marks	Director of Special Revenue Funds	
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>	
9729-925-3763	smarks@dallasisd.org			
<b>Part 2: Certification and Incorporation</b>				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name	M.I.	Last name	Title
James	C.	Terry	Chief Financial Officer
Telephone #	Email address		FAX #
972-925-3172	jaterry@dallasisd.org		
Signature (blue ink preferred)		Date signed	

*Only the legally responsible party may sign this application.*

**701-16-102-037**

**Texas Education Agency**  
**Standard Application System (SAS)**

**2016–2017 Texas 21<sup>st</sup> Century Community Learning Centers, Cycle 9, Year 1**

<b>Program authority:</b>	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	<b>FOR TEA USE ONLY</b> Write NOGA ID here:    Place date stamp here.
<b>Grant Period</b>	August 1, 2016, to July 31, 2017	
<b>Application deadline:</b>	5:00 p.m. Central Time, March 29, 2016	
<b>Submittal information:</b>	<b>Three</b> complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;">           Document Control Center, Division of Grants Administration            Texas Education Agency            1701 North Congress Ave            Austin, TX 78701-1494         </div>	
<b>Contact information:</b>	<a href="mailto:21stCentury@tea.texas.gov">21stCentury@tea.texas.gov</a>	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name	County-District #		Amendment #
Dallas Independent School District	057-905		
Vendor ID #	ESC Region #		DUNS #
Mailing address	City	State	ZIP Code
3700 Ross Avenue	Dallas	TX	75204

**Primary Contact**

First name	M.I.	Last name	Title
Crystal		Rentz	Director of Summer Learning and Extended Day Services
Telephone #	Email address		FAX #
972-925-5412	<a href="mailto:crentz@dallasisd.org">crentz@dallasisd.org</a>		

**Secondary Contact**

First name	M.I.	Last name	Title
Sequetta		Marks	Director of Special Revenue Funds
Telephone #	Email address		FAX #
9729-925-3763	<a href="mailto:smarks@dallasisd.org">smarks@dallasisd.org</a>		

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name	M.I.	Last name	Title
James	C.	Terry	Chief Financial Officer
Telephone #	Email address		FAX #
972-925-3172	<a href="mailto:jaterry@dallasisd.org">jaterry@dallasisd.org</a>		
Signature (blue ink preferred)			Date signed

*Only the legally responsible party may sign this application.*

**Schedule #1—General Information (cont.)**

County-district number or vendor ID:

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

**Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations**

**INSTRUCTIONS:** This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

**Section 1: Applicant Organization's Fiscal Year**

Start date (MM/DD):

End date (MM/DD):

**Section 2: Applicant Organizations and the Texas Statewide Single Audit**Yes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID:

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 057-905

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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On this date:

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By TEA staff person:

**Schedule #3—Certification of Shared Services**

County-district number or vendor ID:

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Fiscal Agent</b>				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Member Districts</b>				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

**For TEA Use Only**

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #3—Certification of Shared Services (cont.)**

County-district number or vendor ID: 057-905

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Grand total:</b>				

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #4—Request for Amendment**

County-district number or vendor ID: 057-905

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>#</b>	<b>Schedule #</b>	<b>Class/ Object Code</b>	<b>Grand Total from Previously Approved Budget</b>	<b>Amount Deleted</b>	<b>Amount Added</b>	<b>New Grand Total</b>
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 057-905

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 057-905

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Dallas Independent School District (Dallas ISD) sits in the heart of a large, diverse and dynamic region with a metropolitan population of 6.5 million people in the 12 counties in North Central Texas. Dallas ISD comprises 384 square miles and encompasses the cities of Dallas, Cockrell Hill, Seagoville, Addison, Wilmer and parts of Carrollton, Cedar Hill, DeSoto, Duncanville, Farmers Branch, Garland, Grand Prairie, Highland Park, Hutchins, Lancaster and Mesquite. Serving approximately 160,000 students in pre-kindergarten through the 12th grade in 227 schools, the district is the second-largest public school district in the state, and the 14th-largest district in the nation. Hispanic students make up 70% of the student population and African American students make up 23%, with White and other ethnicities comprising the rest. More than 85% of Dallas ISD students are economically disadvantaged compared to 58% of students statewide.

Dallas ISD operates on one basic principal – that all children, no matter their background, ability or their family circumstances, must have access to quality learning opportunities. To achieve that goal in a large urban district, Dallas ISD relies on community partnerships to bridge the gap between what students need to learn and thrive, and what taxpayer funding can provide. The District's collaboration with community partners has increased in recent years due to three factors: 1) the District is trying new methods based on best practices sourced from other districts and national research; 2) the District is expanding successful programs to more campuses; and 3) public funding is decreasing.

The outcome is that some of our 227 schools have programs in place to improve academic success for struggling students. Some have programs to provide enrichment to students either on campus or offsite with transportation. Some schools have partnerships with nonprofit agencies and volunteer services to help students prepare for careers. The good news is that many of these partnerships have been in place for years and are showing positive results. The programs are working. Each year Dallas ISD conducts a formal, independent evaluation of its afterschool programs through its Evaluation and Assessment Department. The *2012-13 At-a-Glance* report showed afterschool participants had a higher rate of attending school overall versus their counterparts who did not attend afterschool at their school site. The report also revealed that afterschool participants had slightly higher reading scores on the 2012 and 2013 administrations of the *State of Texas Assessments of Academic Readiness (STAAR) Reading* exam.

The concerning news is that programs are not in place in all schools. In fact, in the highest-need neighborhoods, a family's address determines whether their student will have access to opportunities for learning and social engagement in their schools.

In neighborhoods not served by existing partnerships and programs, families are desperate for enrichment for their children. In partnership with Big Thought, an award-winning arts-in-education agency, Dallas ISD conducted district-wide surveys of students and parents to understand the demand for enrichment programming. Of nearly 1,800 respondents, one-third of parents reported inability to afford enrichment activities for their children. One-third reported difficulty finding opportunities for enrichment activities, and 29% reported difficulty arranging transportation for their children to attend the programs.

A grant from the TEA 21<sup>st</sup> Century program will enable the Dallas Independent School District to meet the need in 10 neighborhoods for free, on-campus programming that will combine the best of our academic and social enrichment programs to help students learn and thrive. Moreover, the programming over 10 sites will enable us to leverage existing District resources and partnerships. Finally, the coordinated design over 10 sites will assist in gathering meaningful data to evaluate the program and possibly identify improvements.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 057-905

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

If funded, the program will operate a total of 39 weeks during the course of the grant year.

**After-School Programs**

Each 21<sup>st</sup> Century site will provide 3 hours of afterschool programming for elementary sites 2.5 hours for middle school sites Monday-Friday during the fall and spring semesters of the 2016-17 academic year. The programs will include both academic tutoring and enrichment. After-school tutoring for participating students will be designed to target each student's individual academic needs. Enrichment activities led by community-based organizations, program staff and teachers will promote students' social-emotional health, and allow positive experiences to enrich and expand student's connections to their in-school learning and community engagement. Each site will be staffed by a Site Coordinator, Enrichment Leaders to plan, evaluate and facilitate activities, and community partners to provide activities.

**Summer Programs**

Each 21<sup>st</sup> Century site will provide 4 hours of programming Monday-Thursday for six weeks June 5-July 14, 2017. The programs will include both academic tutoring and enrichment. The Texas 21<sup>st</sup> CCLC summer program will be offered in correlation with Dallas ISD's District-wide summer school program so that District resources can be leveraged with grant funds to enhance the overall program experience for participating students. The District will offer resources such as summer transportation, administrative coverage for sites, counselors, nurses services, and targeted academic programs delivered by the District's *Distinguished Teachers* (master teachers) who are specifically chosen to provide summer academic interventions. Each of the ten summer program sites will be staffed with a Texas 21<sup>st</sup> CCLC Site coordinator and enrichment leaders to provide program oversight and delivery and facilitate student coverage during summer hours.

**Parent Outreach Programs**

Parent Outreach programs will be essential to the overall grant program. Weekly activities will be planned to provide them with opportunities for increased involvement and parental growth. Listed below are some of the outreach and literacy programs that will be made available at each of the ten proposed sites.

**Family Literacy Night** will be held twice a month where parents and students will engage in literacy activities that will increase critical thinking skills, comprehension, expand their imagination and help build strong communication skills. This activity will be facilitated by a DISD approved vendor (Writer's Garret)

**Language Exchange Class** – This class will afford parents the opportunity to learn and appreciate the transition of English to Spanish and Spanish to English. Spanish speaking parents will learn the basic day to day English language and English speaking parents will learn the basic day to day Spanish language. These classes are designed to help parents develop a partnership with the schools and each other as they strive to keep the lines of communication open.

**Parent Mentoring Program** – This program will empower parents by equipping them with the essential tools for helping their child build confidence, character, develop organizational skills, decision making, and goals setting. These components are necessary for students to be successful as they move toward college and career readiness.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 057-905

Amendment # (for amendments only):

Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB

Grant period: August 1, 2016, to July 31, 2017

Fund code/shared services arrangement code: 265/352

**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$1,082,040	\$0	\$1,082,040
Schedule #8	Professional and Contracted Services (6200)	6200	\$219,595	\$30,000	\$249,595
Schedule #9	Supplies and Materials (6300)	6300	\$48,400	\$0	\$48,400
Schedule #10	Other Operating Costs (6400)	6400	\$9,000	\$0	\$9,000
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$1,359,035	\$30,000	\$1,389,035
Percentage% indirect costs (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			<b>\$1,359,035</b>	<b>\$30,000</b>	<b>\$1,389,035</b>

**Shared Services Arrangement**

6493	Payments to member districts of shared services arrangements	\$	\$	\$
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**Administrative Cost Calculation**

Enter the total grant amount requested:	\$1,389,035
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$69,451

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 057-905			Amendment # (for amendments only):	
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded
<b>Academic/Instructional</b>				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
<b>Program Management and Administration</b>				
4	Project director (required)		1	\$50,000
5	Site coordinator (required)		10	\$370,000
6	Family engagement specialist (required)		1	\$47,000
7	Secretary/administrative assistant			\$
8	Data entry clerk			\$
9	Grant accountant/bookkeeper			
10	Evaluator/evaluation specialist			
<b>Auxiliary</b>				
11	Counselor			\$
12	Social worker			\$
<b>Other Employee Positions</b>				
19	Part-time Enrichment Leaders		25	\$207,900
22	Subtotal employee costs:			\$674,900
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
24	6118	Professional staff extra-duty pay-Certified teachers to provide afterschool academic tutoring		\$226,800
26	6140	Employee benefits		\$180,340
28	Subtotal substitute, extra-duty, benefits costs			\$407,140
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$1,082,040

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

<b>Schedule #8—Professional and Contracted Services (6200)</b>		
County-district number or vendor ID: 057-905		Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
<b>Professional and Contracted Services Requiring Specific Approval</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		<b>\$</b>
<b>Professional and Contracted Services</b>		
<b>#</b>	<b>Description of Service and Purpose</b>	<b>Grant Amount Budgeted</b>
1	<b>Enrichment Contracted Services</b> Academic, Arts and Cultural, Youth Development, Sports and Recreation, <b>Leadership, College and Workforce Readiness</b>	\$214,595
2	<b>Independent Evaluation</b> -Dallas ISD Evaluation and Assessment Department	\$30,000
3	<b>Parent Engagement</b> -Dallas ISD Family and Community Engagement-to provide family engagement activities	\$5,000
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
<b>b. Subtotal of professional and contracted services:</b>		<b>\$249,595</b>
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		<b>\$0</b>
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$249,595</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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<b>Schedule #9—Supplies and Materials (6300)</b>		
County-District Number or Vendor ID: 057-905		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6300	(2) Desktop computers for Project Director and Parent Involvement Specialist	\$3,400
6300	Total supplies and materials that do not require specific approval:	\$48,400
<b>Grand total:</b>		<b>\$48,400</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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13Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 057-905		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	
6410	<b>Texas ACE Training and Regional Conference Meetings, Workshops, TBD, 2016 for Project Director and Family Engagement Specialist</b>	\$5,000
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	\$0
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$0
6413	Stipends for non-employees other than those included in 6419	
6419	Non-employee costs for conferences. Requires authorization in writing.	\$0
Subtotal other operating costs requiring specific approval:		\$5,000
	Remaining 6400—Other operating costs that do not require specific approval:	\$4,000
Grand total:		\$9,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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**Schedule #11—Capital Outlay (6600)**

County-District Number or Vendor ID: 057-905

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX—Computing Devices, capitalized</b>				
2				
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12				
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$
<b>Grand total:</b>				<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 057-905

Amendment # (for amendments only):

**Part 1: Student Demographics.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

**Total enrollment: 527**

Category	Number	Percentage	Category	Percentage
African American	207	39.4%	Attendance rate	91.2%
Hispanic	307	58.3%	Annual dropout rate (Gr 9-12)	DNA
White	5	0.01%	Students taking the ACT and/or SAT	DNA
Asian	15	0.03%	Average SAT score (number value, not a percentage)	DNA
Economically disadvantaged	500	94.9%	Average ACT score (number value, not a percentage)	DNA
Limited English proficient (LEP)	216	41.1%	Students classified as "at risk" per Texas Education Code §29.081(d)	72.3%
Disciplinary placements	DNA	DNA		

**Comments**

The remaining 3.3% of the overall program student enrollment represent American Indian, Multirace and Pacific Islander students.

Demographic information was derived from Dallas ISD's My Data Portal System which is designed to provide educators with demographic information, curriculum tools, and current and historical assessment data for use in an inquiry-based process for continuous growth and improvement of teaching and learning.

**Part 2: Teacher Demographics.** Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	271	57.7%	No degree	DNA	DNA
Hispanic	77	16.4%	Bachelor's degree	DNA	DNA
White	78	16.6%	Master's degree	DNA	DNA
Multirace/Other	19	0.04%	Doctorate	DNA	DNA
1-5 years exp.	87	18.5%	Avg. salary, 1-5 years exp.	\$47,881	N/A
6-10 years exp.	100	21.3%	Avg. salary, 6-10 years exp.	\$51,481	N/A
11-20 years exp.	115	24.5%	Avg. salary, 11-20 years exp.	\$56,694	N/A
Over 20 years exp.	55	11.7%	Avg. salary, over 20 years exp.	\$62,655	N/A

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 057-905

Amendment # (for amendments only):

**Part 3: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	0	48	51	52	59	57	100	97	98	0	0	0	0	527
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL:</b>	0	0	48	49	49	55	52	94	90	90	0	0	0	0	527

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 057-905

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Dallas ISD uses a number of tools to assess, prioritize and prescribe school programs. Chief among these tools are:

**Campus Improvement Plans:** The district and each campus annually develop and/or revise campus improvement plans (CIP). The planning process is guided by established local, state, and federal requirements. The result is a focused action plan for the campus that defines student achievement goals, establishes instructional strategies for the campus community, and sets priorities. The construction of a CIP requires evaluation of existing campus goals, making decisions based on relevant data, investigation of best practices, such as the "Core Practices Framework," and knowledge of what to monitor and how to adjust throughout the school year. **Turnaround Plans:** Based on student achievement levels below what our district considers acceptable, TEA has rated 24 schools "Improvement Required" (IR schools) for two or more consecutive school years. Beginning in 2016, according to TEA mandates, the district leadership and the administrators of each of these campuses are required to create a turnaround plan listing the actions that must take place to improve student achievement. Campus turnaround plans grow from deep research into the need and gaps existing at each school. Nine of the 10 schools we selected for the 21<sup>st</sup> Century program are IR schools with one school's accountability rating being "met standard" for the first year after being a IR campus in the previous school year.

In addition, we used information specific to needs assesment for out-of-school-time programming:

**Surveys:** Over the last three years, Dallas ISD has conducted climate surveys of each of its campuses and has found four characteristics that support youth creativity: participation, sustained engagement, social support and achievement and recognition. Participation in the current Dallas ISD after-school activities sustained creative learning opportunities is yielding evidence of increased academic achievement and more consistent school attendance among our Dallas ISD students. In partnership with Big Thought, an award-winning arts-in-education agency, Dallas ISD conducted district-wide surveys of students (2007, 2010) and parents (2008, 2010) to understand the demand for afterschool and summer programming. One-third of parents reported inability to afford enrichment activities for their children. One-third reported difficulty finding opportunities for enrichment activities, and 29% reported difficulty arranging transportation for their children to attend the programs. **Truancy Reports:** In 2012-2013, nearly 12,000 Dallas ISD students each missed at least one month of school. Studies show there is a clear and consistent relationship between attendance and later achievement scores, with absenteeism having a particularly pronounced negative effect on students of poverty. Two major reasons for absenteeism are aversion because the student is struggling academically and aversion because of lack of engaging instruction. **Demographic and Police Reports:** Children in high-poverty urban neighborhoods need safe spaces. The afterschool hours are most hazardous. Violent crime committed by juveniles peaks during the after school hours. Nearly one-third (29%) of all violent crime committed by juveniles occurs between 3 p.m. and 7 p.m. The victimization rate for black youth in 2011 was more than twice the rate for white youth.

The needs assessment demonstrates that children who are struggling academically (and their parents) need access to enrichment services provided on campus at no cost, staffed by educators who know them well and can support them on a daily basis. Moreover, children of working parents need safe spaces during the "latchkey" hours. Unfortunately, some of our highest-need schools do not now offer the programs which are yielding positive results on other campuses. We selected each of the 10 schools for the 21<sup>st</sup> Century program based on (1) goals of its Campus Improvement Plan to increased academic achievement and attendance, (2) current lack of onsite out-of-school-time programming, and (3) identification as an IR school.

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By TEA staff person:

**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID:

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	In some schools, student academic achievement is low and must improve to meet standards.	After-school tutoring will include rigorous, personalized academic assistance based on student's progress reports, standardized test data and their ACP's (assessment of course performance) that are given each six weeks. Tutorials for participating students will be designed to target each student's needs as well as enrichment activities that engage students in learning directly aligned with District's student expectations standards and TEKS.
2.	Increased social and emotional competence and well-being of students is associated with positive outcomes, but some schools do not have programs in place to achieve those goals.	Each program day, students will receive 90 minutes of enrichment activities led by community-based organizations, program staff, and campus teachers, that will promote student's social-emotional health, and allow positive social, creative, recreational and interpersonal experiences to enrich and expand student's connections to their in-school learning and community engagement.
3.	Parents want enrichment programs for their children, but cannot afford cost of off-campus programs and have difficulty arranging for transportation.	With support from the 21 <sup>st</sup> Century grant, schools will provide top quality enrichment programs free of charge to families, in their schools. Children will not need to leave campus for afterschool enrichment and tutoring. Summer programs at the schools will be within normal walking or driving distance for families.
4.	In some schools, chronic absenteeism is high, leading to poor academic results.	Two major reasons for absenteeism are aversion because the student is struggling academically and aversion because of lack of engaging instruction. The program design includes tutoring based on individual needs to improve academic skills. The enrichment activities are designed to engage students and provide a sense of pride in accomplishment, leading to increased desire to attend.
5.	In urban neighborhoods, participation in crime and victimization is highest between the time the school day ends and the parents return home from work.	Students participating in the 21 <sup>st</sup> Century program will not leave their school campuses when the school day is over. The site becomes not only an oasis for academics and enrichment, but also a safe zone for families.

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By TEA staff person:

**Schedule #14—Management Plan**

County-district number or vendor ID: 057-905

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Master's Degree in Education, Social Science, or Principal Certification; 5 years afterschool experience working with at-risk students; 3 years experience working with state/federally funded grants; Oversee program staff, operations and the implementation of programs and processes; Keen understanding of Dallas ISD's & TEA purchasing, budget, and contract procedures; Computer proficient in applications used in the District including Oracle, BAUI, & Microsoft Apps
2.	Site Coordinator(s)	Bachelor's degree/Associate's degree in Early Childhood Education, Child Development, or equivalent years of experience in child-care field; 3 years experience working with at-risk students; Demonstrated ability to manage school-age afterschool program, supervise staff and school; Certified in CPR, AED and Basic First Aid and Emergency Oxygen
3.	Family Engagement Specialist	Bachelor's Degree in Education, Social Science, or directly related field 3 years experience of working with at-risk students and parental involvement initiatives; Knowledge of scientifically-based family and adult program/curriculum; 2 years of directly related experience in parent and community engagement programs
4.	Enrichment Leaders	Accredited High School diploma or equivalent (U.S.A. equivalency); 6 months experience working with children and parents from diverse backgrounds; Demonstrated effective oral and written communication skills; Certified in CPR, AED and Basic First Aid and Emergency Oxygen

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve Academic Performance	1. Student District ACP scores will increase by 5% each six weeks	10/01/2016	06/02/2017
		2. Establish monthly joint staff meetings with regular day staff and Texas 21 <sup>st</sup> CCLC staff to align curriculum and disseminate information	08/15/2016	07/14/2017
		3. Increase the STAAR passing rate for participating students by 3% annually on all tests.	12/01/2016	06/08/2017
2.	Improve Student Attendance	1. Develop rigorous and creative programs that complement the regular school day aligned with the styles, abilities and interests of students in program.	08/01/2016	07/14/2017
		2. Student school day overall attendance will increase by 5%	09/06/2016	06/02/2017
3.	Increase Social/Emotional Well-being	1. Reduce the number of student disciplinary referrals by 10%.	09/06/2016	06/02/2017
		2. Survey students for program effectiveness once per semester	12/12/2016	06/02/2017
4.	Improve Promotion Rates	1. 85% of student participants will be promoted to the next grade level.	09/06/2016	06/02/2017
5.	Increase Parental Involvement	1. Provide a minimum of two parent programs in the areas of literacy activities and parenting programs serving 25 individuals per site.	09/06/2016	06/02/2017

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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By TEA staff person:

**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 057-905

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Dallas ISD maintains a robust system of monitoring, testing and evaluating so we can objectively assess goal attainment for the program. Academic Achievement: ACP testing is reviewed every 6 weeks. Standardized academic testing occurs as mandated, and results are available to be reviewed for individual students, by grade level and by campus. These results are monitored closely by school principals, subject matter department directors and school feeder pattern executive directors, as they affect the campus goals as stated in the Campus Improvement Plans. Schools that do not meet goals are referred for more intensive support, and changes are recommended at that time. Campus Improvement Plans and test results are available to the public. Attendance is monitored weekly, and parents are routinely notified when a child has been absent for two consecutive days. Attendance goals are part of Campus Improvement Plans and attendance statistics are available to the public. Social-Emotional Wellbeing: The District records disciplinary referrals, and campus reports are made available to the public. The District also surveys parents, teachers and students to determine Campus Climate. Goals for Campus Climate are part of each school's Campus Improvement Plan. Schools that do not meet goals are referred for more intensive support, and specific concerns are flagged for review and change. Promotion Rates: Promotion rates are recorded for each campus, and results are publicly available. Parental Involvement: Parent attendance through sign in-sheets and parent surveys will be made available to monitor progress toward grant goals and make corrective action to improve programming, if needed. The 21<sup>st</sup> Century Project Director (central staff) and school staff will meet frequently to align campus goals and programmatic planning and will conduct bi-weekly meetings between community agencies involved in program delivery and instructional teams, and we will request reports from partner agencies, as well. Programmatic changes affecting students will be communicated to school educators through the campus principal, and to families in monthly parent newsletters.

**Part 4: Sustainability and Commitment.** Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The design for the ten (10) Texas ACE 21<sup>st</sup> Century sites will replicate the existing programs available in other Dallas ISD schools, and where possible improve them. Improvements in program design are based on feedback from providers and participants in existing programs and the particular needs of the 10 selected schools.

Locally, Dallas ISD is a Convening Partner with the City of Dallas for City of Learning. Dallas City of Learning is a public-private citywide commitment to ensure all students have access to summer learning opportunities to collectively combat summer learning loss and the growing opportunity gap that disproportionately affects low-income youth. Specific plans are still being developed within the City of Learning project; we will work with them as much as possible to connect 21<sup>st</sup> Century program participants to in-person and online educational experiences provided by partners.

The Dallas ISD Extended Day Services team will work very closely with nonprofit partners such as Big Thought, Junior Players and Boys & Girls Clubs to develop, monitor and evaluate their on-going efforts to support District students. Many of these relationships have developed over years and we continue to sustain them.

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By TEA staff person:

**Schedule #15—Project Evaluation**

County-district number or vendor ID: 057-905

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Academic testing: standardized tests and 6-week reports.	1.	Test scores will show improvement per child and per campus.
		2.	
		3.	
2.	Attendance monitoring	1.	Reports will show improvement per child and per campus.
		2.	
		3.	
3.	Disciplinary referrals	1.	Reports will show declines in referrals per child and per campus.
		2.	
		3.	
4.	Surveys of parents, students and teachers to determine Campus Climate.	1.	Campus Climate improvement goals will be met.
		2.	
		3.	
5.		1.	
		2.	
		3.	

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Site Coordinators collect student enrollment, attendance and activity engagement data in TX21st on a daily basis. The Project Director reviews and approves that information on a weekly basis, possibly requiring amendments by Site Coordinators. The Family Engagement Specialist also reviews and approves parent engagement data on a weekly basis. This results in a weekly process of accumulating verified, validated, and consistent program data that is suitable for term-end approvals in TX21st. The Project Director runs TX21st reports that provide actionable intelligence about delivery of the program to date. This process will result in a timely and accurate submission of quality data to TX21st and will ensure district program leadership will have timely information that can be used to improve the ongoing delivery of the program. The Project Director, in coordination with Dallas ISD's Evaluation and Assessment Department and Summer Learning and Extended Day Services Department, will coordinate services to collect student information required for semester reporting such as grades in core content areas, attendance during the regular school day, student behavior reports and referrals, pre- and post-tests assessments for tutorials, and information related to coordinated funding. This information will be organized and submitted to TX21st per seasonal deadlines.

To facilitate the annual reporting process and continuing programmatic improvement, an independent evaluator will request reports to be pulled from our databases to collect fall and spring semester math and English report card grades, fall and spring semester in-school attendance, spring STAAR exam reading and math scores, yearly matriculation and summer school attendance and summer school activities. In addition, the evaluator will facilitate teacher surveys that will be given in spring 2017 to assess teacher-reported improvement in homework completion, class participation and student behavior. As part of the larger **Experience, Explore, Excel, Enrich (E4) initiative**, observations of classes will determine the quality of teaching and learning occurring in after-school programs and summer school using a rubric with 6 dimensions constructed by pairing national academic standards with the University of Pittsburgh's Principles of Learning. And finally, the evaluator will facilitate a student evaluation of the afterschool program annually in the spring. We will coordinate with IT Services to create a TX 21<sup>st</sup> dashboard to be posted on our website to distribute aggregated student program information. Dallas ISD personnel and systems operate under FERPA-compliant policies that enable authorized and secure access to and transmission of regulated student data

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 057-905

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All program activities will align with one or more of the four core components intended by TEA for 21<sup>st</sup> Century programming and will promote student academic achievement and success in school. Afterschool programming will occur Monday-Friday for 2.5 hours-3 hours per day and will include individualized academic assistance targeting each student's particular needs as well as a broad variety of enrichment activities that will engage students in learning directly aligned to the school curriculum and TEKS. Each day, students will receive 90-minutes of enrichment activities, led by community-based organizations such as Junior Players, for arts and cultural programming and the Boys and Girls Clubs of Greater Dallas, to provide college and workforce readiness and exposure. Along with program staff, students will receive positive social, creative, recreational and interpersonal experiences to enrich and expand their connections to in-school learning and community engagement. Dallas ISD has taken an innovative approach to address summer learning loss and developed an instructional model that builds a culture of collaboration among teachers and alters the perception of summer school as punitive. Through this approach, Dallas ISD is able to coordinate the planning and delivery of all aspects of the program, including curriculum writing, cross-training of school and community staff involved in program delivery. The integrated summer learning program will be offered 4 hours per day (Monday-Thursday) for 6 weeks in correlation with the District's other summer offerings to help meet the needs of our working families. This model will involve classroom teachers who will reinforce student competencies in core academic areas during the first 2 hours of the day followed by activities that include teachers, community-based organization staff, and enrichment leaders whose interaction with students will help reinforce academic concepts by situating them in creative context that allows the student to be socially, academically, and creatively engaged in learning. Student work will be shared with parents and home school teachers as an indication of student understanding, achievement and mastery of learning standards. A study by *Child Trends (commissioned by the Wallace Foundation)* states that programs that positively impact child and/or adolescent outcomes share the above characteristics. All centers are located at the participating student's schools and they will travel to and from school by private car or by walking. When students enroll, their parents will be advised that they are responsible for ensuring their children have transportation to and from the school. At the end of the school day, children will only be released to adults previously authorized by the parents during the enrollment process. Picture identification will be checked to ensure proper authorization for release and the authorized adult will be required to sign the child out. Students walking home are required to have signed permission from parents allowing this.

**Statutory Requirement 2:** Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Dallas ISD has a highly established and well-designed communication system through our Communications Services Department. Communication Service offers a full range of creative services and strategic planning designed to share the message of Dallas ISD. Communication Services has the day-to-day task of ensuring that District information is disseminated effectively and in a timely manner to its 160,253 students and their parents as well as over 20,000 staff employees. Dallas ISD uses a variety of methods to communicate internally with District staff and externally with parents, partners and stakeholders. Our District website serves as our main source for district information with links to all departments, including Extended Day Services. Dallas ISD News & Information publishes *The Hub* that connects the community with all of the exciting events occurring in the district. Currently, the District has presence on six social media platforms that have been sanctioned by Dallas ISD. Key components of the district's communications system would include traditional methods of school communication: monthly e-newsletters to inform department staff and grant partners about pertinent dates, events, achievements of the program that can be posted on our departmental website for internal staff access; frequent visits between the 21<sup>st</sup> Century Project Director (central staff) and school staff to align campus goals and programmatic planning; bi-weekly meetings between community agencies involved in program delivery and instructional teams, as a way to measure success and maximize resources of partners; monthly parent newsletters to inform parents about student work in afterschool hours; and communicate parent/family opportunities within the community. Information for parents about summer opportunities available for their children can be posted through our social media outlets and Dallas ISD Connect that is our call center to answer questions and concerns as well as conduct "call outs" to grant participants about upcoming student and parent events.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

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Amendment # (for amendments only):

**Statutory Requirement 3:** Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Research conducted by Dallas ISD demonstrates that highly creative youth are successful—they attend, achieve and give back. Highly creative children have more consistent school attendance, higher academic achievement and may be primed for greater leadership and community involvement. Participation in current Dallas ISD after-school activities has sustained creative learning opportunities is yielding evidence of increased academic achievement and more consistent school attendance among our Dallas ISD students. Over the last three years, Dallas ISD's has conducted climate surveys of each of its campuses and has found four characteristics that support youth creativity: participation, sustained engagement, social support and achievement and recognition. Dallas ISD in conjunction with District partners will deliver 21<sup>st</sup> century afterschool activities utilizing these key characteristics in order to develop children's creative capacities to generate ideas, elaborate, analyze, think critically, problem solve and collaborate. To create lasting behavioral changes, a student's own desire to learn must propel them to sustained engagement. Successful afterschool activities demand that both teachers and students discuss and share their join work in order to develop ideas, exchange information, and formulate a direction for their work that everyone can debate and then communicate. Students are held accountable for being able to present and articulate their ideas, expectations, and insights so that others can build on them, respond, to or critique them. Social support from community educators and mentors from various fields serve to inspire and motivate students. The ability to work with professiopnals from varied fields and receive acknowledgement and recognition from these adults inspires students to want ot learn more than the basic skills such as math, writing, reading, speaking and listening. Students also learn to address social, negotiation, leadership, teamwork and cultural diversity issues. They develop self-esteem, self management, and responsibility skills, esstential to their social and emotional growth. To further develop authentic learning in afterschool, Dallas ISD's ***Experience, Explore, Excel, Enrich (E4) initiative*** has intitiated an intergrated learning curriculum and model that will enable students to navigate through real-world problems and challenges.

**Statutory Requirement 4:** Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Dallas ISD is working to create a coordinated system of comprehensive out of school time learning for students. This system is supported by a foundation of exisiting programs and resources dedicated to the education and social and emotional well-being of its students. Dallas ISD has a wealth of resources that will support the Texas ACE 21<sup>st</sup> Century CLC program that will further support and enhance afterschool and summer programming including: academic assistance and selected family services, Psychological and Socal Services that can address physical, emotional, and social issues students may experience; Youth and Family Centers that provides low-cost medical care through a partnership with Parkland Hospital; and the Office of Family and Community Engagement that provides programs to engage parents and the community collaboratively for the overall improvement of academic achievement.

The City of Dallas itself boasts a strong system of libraries, parks and recreation, and cultural insitutions to enrich out-of-school time learning, all of which are leveraged in support of the Texas ACE 21<sup>st</sup> Century CLC grant program. For example, The Parks and Recreation Department will provide team sports activities where afterschool basketball and softball leagues are started on campuses and those campus leagues compete against one another. The South Dallas Cultural Center will provide highly engaging, hand-on activities related to history, cultural studies, and fine arts.

Numerous community-based organizations collaborate through Dallas ISD to provide instruction, support and leadership to Texas ACE 21<sup>st</sup> Century CLC. Dallas ISd coordinates this vast array of exisiting resources and cultivates new resources inorder to expand and improve out-of school time learning for our students.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057-905

Amendment # (for amendments only):

**Statutory Requirement 5:** Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Program activities have been designed to improve academic performance and increase students' social and emotional development. In order to achieve these outcomes, the program design is based on proven instructional methods and demonstrated benefits of similar programs.

**One-on-One Tutoring:** The program will provide individual interventions to improve academic skills for 2-3 days a week per student. This one-on-one sustained support is a proven technique in other Dallas ISD schools. In 2014-15, Project Amplify, an in-school tutoring program funded by the Dallas Education Foundation, provided in-school tutoring to students in 23 very high-needs schools who were struggling academically. In a report to the foundation, Dr. Timothy Bray at the Institute for Urban Policy Research at The University of Texas at Dallas, showed that students in grades 1-3 who participated in Project Amplify showed larger positive changes in reading scale scores from first to second semester compared to similar students who did not participate. For 1<sup>st</sup> grade participants, the improvement from mid-year to end-of-year averaged 15 points. Middle school participants showed mixed results: seventh-graders improved more than 10 points in math scores between mid-year and end-of-year, but eighth grade participants showed no effect from participation.

**On-site programming by familiar educators:** Research has shown that when partnered with caring and supportive adults, students achieve better grades, have improved attendance and experience increased self-esteem. (Lampley, James H and Johnson, Kelly C., Mentoring At-Risk Youth: Improving Academic Achievement in Middle School Students. East Tennessee State University)

**Creative programming:** Scientifically based research demonstrates that children engaged in creative learning activities have more consistent attendance and higher academic achievement (Catterall, James, Doing Well and Doing Good by Doing Art: A 12-Year Longitudinal Study, Imagination Group: I-Group Books, 2009).

The District's overarching afterschool initiative (***Experience, Explore, Excel, Enrich (E4)***) simply describes the outcomes that our students and parents will experience when they participate in the Texas ACE 21<sup>st</sup> Century CLC grant program. Dallas ISD conducted an **Out-of School Time Program Parent Survey during the 2010-11 school year** and parents were asked the following questions:

- *What supervised activities do you want available in an afterschool program? 54% of parents surveys stated that they wanted their children involved in Art/Music/Dance/Theater.*
- *Which adult activities would you participate in if they were available? 40% of parents surveyed stated that they would like to participate in physical fitness activities.*

Dallas ISD, like all other public school districts, collects objective data on student academic achievement through frequent standardized testing. Test results are collected District-wide and per school, and individual results for students are available for teachers and parents. Reviewing the scores will allow us to 1) track results within participating schools to compare scores of children participating in the 21<sup>st</sup> Century program against non-participants, and 2) track overall school scores compared with other schools which do not have similar programs.

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County-district number or vendor ID: 057-905

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity. ☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

The Texas ACE 21<sup>st</sup> Century Community Learning Center Grant program will be fully managed by Dallas Independent School District. For more than a decade, Dallas ISD Volunteer and Partnership Services in collaboration with the District's Extended Day Services Department has established and sustained partnerships with community-based organizations to provide students with opportunities to be exposed to new experiences during afterschool and summer hours.

Community-Based Organizations (CBO's) will play a significant role in providing activities to reinforce and complement the regular day academic program. CBO's such as **Mad Science of Dallas** will provide science, technology, engineering and math (STEM) academic enrichment by offering hands-on science experimentation activities to complement and align with the school-day science program. Also, Dallas ISD has a long-standing relationship with **The Boys and Girls Clubs of Greater Dallas** for our in-school and afterschool programs. Their programs are designed to provide high-yield learning activities that support student's academic achievement, such as Robotics; Zumba and Triple Play that promotes healthy lifestyle activities; also programs such as **SMART Girls** and **Passports to Manhood** that will promote the social and emotional growth of students by providing activities that increase student's self-esteem and encourage them to become responsible citizens.

**Junior Players of Dallas** is the oldest children's theater in Dallas that has provided unique arts education programming to Dallas ISD's afterschool programs since 1999. Junior Players will offer students opportunities participate in visual arts, theater and dance. These arts and cultural activities will have dual benefits to participating students by exposing them to enriching activities they may not been exposed to previously. This will build confidence by being involved in activities that will allow them to be successful, thus supporting their social and emotional health.

**Camp Fire Lone Star** provides an array of services from their traditional offerings of outdoor education programs that help youth develop a strong connection to nature, to programs that teach conflict resolution, digital literacy, community action and leadership. Along with the for mentioned CBO's, Dallas ISD has a vast list of approved contracted vendors that provide other complimentary activities such as writing and poetry slam clubs through the **Writer's Garret** as well as creating and acting out plays with the **Dallas Children's Theater**. Recreational team sports offered by the City of Dallas Park and Recreation Department will afford schools numerous choices when they developing their site programs.

In addition to providing activities for students, Dallas ISD's Office of Family and Community Engagement Department along with other local community organizations will help create programs that offer family members of students who participate in 21<sup>st</sup> Century activities for increased opportunities for literacy and other related educational development. Programs will include Adult Basic Education, GED preparation, reading, technology instruction, and family education classes as well as encouraging parents to participate in the District's **PREP University** (Parent Resource and Empowerment Program) Family Workshop Series that empowers parents with strategies and resources to support children academically, emotionally, and socially. Grant schools will work in collaboration with grant staff, Dallas ISD's Extended Day Services Department, campus administration, teachers and campus stakeholders to have the autonomy to design an afterschool program that will encompass the most effective intervention strategies for increased academic achievement while aligning activities with the Texas ACE Four-Component Activity Guide to include academic assistance, enrichment, family and and parental support services and college and workforce readiness programming.

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County-district number or vendor ID: 057-905

Amendment # (for amendments only):

**Statutory Requirement 7:** Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As we transition from *The No Child Left Behind Act (2002)*, to the ***Every Student Succeeds Act (ESSA)***, signed into law in December 2015, the focus has grown greater on closing the achievement gaps among students by ensuring more challenging and targeted curriculum, ensuring that high standards are in place so that students graduate high school ready for college and career, providing technology integration/modern equipment and that there are "strong" teachers for every classroom. When the Dallas Independent School District collaborated with Texas 21st, it recommended a number of specific requirements to meet the need for globalizing higher education. The District's mission is to educate all students for success and our destination is to have 80% of our students graduate on time ready to enter college, the military or a career-ready job by 2020, but the schools outlined in the grant struggle daily to reach these goals. Data derived and compiled from each of the ten school's *2015-16 Campus Improvement Plan's Summary of Needs* clearly demonstrates the high need for additional student and family supports.

**Elementary School Summary of Needs**

Close the reading achievement gap  
increased reading, math, and science STAAR scores

Improve student discipline (school wide plan, teacher  
management plans, incentives)

Provide opportunities for parents to become more involved  
(PTA, Math, Science, Literacy nights, parent universities)

Advisory participation/Adult Classes for ESL and  
GED/Supervision for students/Uniform Assistance  
Improve student achievement in all content areas through the  
use of Data Driven Instruction and Progress Monitor using the  
All in Learning System.  
Provide more opportunities for parents to be involved in their  
child's academics.

The identified needs are to increase student achievement of  
African students in reading, Hispanic students in math and  
close achievement gaps  
The identified strengths are to increase staff morale, reduce  
classroom disruptions, and improve classroom culture.

**Middle School Summary of Needs**

Interventions to close performance gaps

6<sup>th</sup> graders need to have more opportunities to build social skills

Need to increase afterschool activities for 6<sup>th</sup> graders

Increase family and community involvement

An increase in extracurricular activities beyond athletics is needed.

Needed disciplinary intervention plan to address disruptive and  
unruly students interfering with the learning environment

Increase student attendance

Literacy across all disciplines integrating reading/writing strategies  
in all coursework.

The outcomes are designed to address the need for each child to develop self esteem (social and emotional well-being); plan toward maximum effectiveness of teaching through various sensory stimuli; demonstrate by application; identify alternate paths to acquiring general knowledge; the effectiveness of authentic performance based assessment; investigate and adapt new learning theories as they relate to current practices and contemporary technology; initiate a continuous plan to present, support and promote the concept that all cultures can be compared and understood through the learning process that each child will encounter (increased academic achievement). Along with the top two prioritized identified needs, offering student driven after-school activities, and building powerful partnerships with parents, each campus plan will be customized to increase attendance rates, increase promotion rates and increase parental involvement. The Texas ACE grant program will provide more quality out-of-school time programs which will be established in four middle schools and six elementary schools referenced in this grant. Since, Dallas ISD has experienced significant change in the demographics of its youth over the past 10 years. The socioeconomic status of families has dropped steadily in recent years and significant drops in academic achievement have accompanied this change. Approximately 500 students, grades 1<sup>st</sup> to 8<sup>th</sup> and 250 adults will participate in activities such as Academic Enrichment, Academic Tutoring, Adult Education, Fine Arts, Limited English Proficiency (LEP), Physical Activity/Health, Mentoring, Technology, Youth Development programs provided through district-approved Community-Based Organizations and certified district personnel. Students will also be offered a wide array of opportunities with homework assistance and tutoring by certified professional teachers and teacher assistants. Dallas ISD's, Texas ACE goal is to increase academic achievement and increase student's social and emotional well-being.

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**Statutory Requirement 8:** Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Scientifically based research demonstrates that children engaged in creative learning activities have more consistent attendance and higher academic achievement, (Catterall, James, Doing Well and Doing Good by Doing Art: A 12-Year Longitudinal Study, Imagination Group: I-Group Books, 2009), and may be primed for greater leadership and community involvement (Benson, Peter L., Sparks: How Parents Can Ignite the Hidden Strengths of Teenagers., Search Institute, 2008.) The program design using familiar teachers for academic support and community partners for enrichment activities is supported by positive outcomes at Dallas ISD schools where similar stand-alone programs exist.

Currently, Dallas ISD's Extended Day Services Department provides oversight to school-based and partnership afterschool programs in elementary and middle school settings. Our program mission is to use an approach of both research-based strategies for academic learning and enrichment activities to close the achievement gap for students who are at-risk for retention that align with the best practices for drop out prevention. All Dallas ISD afterschool programs follow the district's standards for afterschool which are aligned with the National Afterschool Association's 36 Standards for Quality School-Age Care, Dallas ISD policies for before and after-school programs and *Dallas AfterSchool's* (local non-profit entity for afterschool support) Program Quality Initiative (**PQI**) which was designed to describe the best practices of afterschool in Dallas ISD. Our best practices for afterschool include these overarching standards for quality afterschool programming: Human Relationships, Indoor Environment, Outdoor Environment, Activities, Safety, Health and Nutrition, Linkages between the day and afterschool, and Administration.

The design for the ten 21<sup>st</sup> Century sites will replicate the existing programs available in other Dallas ISD schools, and where possible improve them. Improvements in program design are based on feedback from providers and participants in existing programs and the particular needs of the 10 selected schools.

**Statutory Requirement 9:** If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The program design does not include the use of volunteers.

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Amendment # (for amendments only):

**Statutory Requirement 10:** Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

We anticipate high interest from the philanthropic, academic and business communities in the successful implementation of the 21<sup>st</sup> Century program at the 10 selected schools in the Dallas ISD. If we can demonstrate – as anticipated – strong positive correlation between this program and academic achievement, we believe we can secure additional grants and community partnerships to keep the services in place.

The fundraising and community engagement plan will be directed by the Dallas Education Foundation, the non-profit fundraising agency for the Dallas Independent School District. Implementation will be carried out by the DEF in partnership with the District's Communications team. Our plan includes the following strategies:

- Secure city-wide publicity for the grant award in summer 2016, including ribbon-cutting ceremonies at the community centers and interviews with parents, students and educators.
- Invite the continued participation of the Institute for Urban Policy Research at The University of Texas at Dallas to evaluate the program.
- Work with local universities to develop paid internships for their education students at 21<sup>st</sup> Century sites for the spring semester in 2017 and summer 2017.
- As the program progresses in the 2016-17 school year, work with Dallas ISD Trustees to conduct tours of the 10 sites for community leaders, business leaders, philanthropists and nonprofit partners. Continue to provide positive stories to the press.
- Develop a presentation to share information about the program and our plans to evaluate results with business organizations such as local chambers and service organizations.
- Using positive data gained from program evaluations, prepare grant proposals to sustain the programs. Coordinate requests with nonprofit partners to secure funding for their ongoing participation. Submit proposals in spring 2017 for September 2017 commitments.
- Collaborate with Dallas ISD Volunteer and Partnership Services to create a needs assessment for volunteer support and in-kind resources for the ongoing programs, with the goal of creating an outreach plan in spring 2017.

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**Schedule #17—Responses to TEA Program Requirements**

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Amendment # (for amendments only):

**TEA Program Requirement 1: Community Involvement**

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Dallas Independent School District's Out-of-School (OST) Time Advisory Council was established in December, 2009 and has been a valuable resource for out-of-school time planning over the last six years to assist in the implementation of the district's afterschool and summer programs. During the last four years, the main focus of the council has been summer programming due to the much needed emphasis on closing the summer learning achievement gap. The OST Advisory Council is comprised of Dallas ISD campus administrators, teachers and one community-based partner. This advisory council will take the necessary steps to recruit members who will best serve the council and will provide a diversity of opinions and experience, and a balance of cultural, racial, age and gender representation and who are current District stakeholders.

Dallas ISD would recruit businesses such as **Half-Price Books** and **La Popular Restaurant** who are current supporters of the District's daytime and afterschool programs. Dallas Afterschool, City of Dallas Park and Recreation, Boys and Girls Clubs of Greater Dallas, Junior Players and Cedar Valley Community College (which lies within the boundaries are the proposed sites) and district administration would play key roles on the council. Therefore staff from departments directly linked to afterschool such as Volunteer and Partnership Services, Student Services and Special Revenue Funds would be invited as well as ad hoc members comprised of Dallas ISD Summer Learning and Extended Day Services staff. Additionally, it would be beneficial to include at least two secondary student members and parents so that all will have a voice.

The mission of the Dallas ISD Advisory Council is to keep children safe, improve academic achievement and help working families, by providing extended educational and enrichment services for parents as well as their children. The Dallas ISD's Out-of School Advisory Council's primary focus will be to offer insight into program planning, inclusive of making recommendations to elementary and middle school campuses, of OST enrichment curriculum and instruction; manage coordination and implementation of OST activities; monitor campus OST budget, relative to Dallas ISD departmental spending procedures; identify resources for both student and parent programs and activities; and, develop a long-range plan for sustainability of OST programming. Below will be some of the specific tasks for the members of the council:

- Elect officers of the Advisory Council
- Develop and finalize by-laws for operation of the OST Advisory Council
- Review and and update the Out-of-School Time survey used by the Extended Day Services Department for program assessment of all Dallas ISD elementary and middle schools
- Identify potential community partners to assist with program offerings and sustainability of programming
- Monitor Texas ACE 21<sup>st</sup> Century CLC programming and other District afterschool partnerships to offer recommendations for viable partnerships
- Review, revise and monitor the application of Dallas ISD policies and procedures for consistent presentation of OST programming by all affected grant and District campuses

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**TEA Program Requirement 2: Grant Management.** Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Dallas ISD and grant stakeholders reviewed the *Beyond the Bell, A Toolkit for Creating Effective After-School Programs* workbook published by the North Central Regional Educational Laboratory to develop an effective management plan for the Texas ACE 21<sup>st</sup> Century project. While learning about and understanding what makes a good after-school program great, it became apparent that there are four main points that need to be included in the Texas ACE 21<sup>st</sup> Century CLC grant program:

- Sustainability requires daily dedication to the grant's goals and objectives.
- All partners need to be involved in the program's vision, ongoing management, and progress towards achieving the goals and objectives.
- Strong management and leadership are fundamental to sustaining an after-school program.
- Finding and retaining good staff requires a willingness to invest in the right people, to establish concrete expectations, provide ongoing training, and demonstrate appreciation for the staff's hard work.

The Project Director is responsible for management, staff training, and long-term planning. Additionally, the Project Director will work with local community-based organizations to establish new partnerships that will help to sustain the program. Timely implementation and operation of the grant requires central support with a clear understanding of the role of after-school programs in the overall success of a school. Furthermore, to ensure that the program is successfully implemented, the management plan must contain clear timelines and milestones.

The Project Director will also work with the Parent Engagement Specialist and each Site Coordinator to plan the site's yearly budget, ensuring that grant funds are used for appropriate expenditures and that the school stays within its allocated resources. The school and central staff will meet monthly to exchange information about their programs and help solve problems. Monthly meetings will be rotated among grant schools to allow site coordinators to see the type of programs and activities are successful at other grant schools. The grant evaluator will solicit feedback from participants and work with afterschool staff members and grant partners to develop new strategies for continuous improvement of program activities. In addition to providing grant management services for the grant partners and the schools, the Project Director will focus the majority of his/her time on providing technical support, training, and demonstration teaching to after-school academic teachers and enrichment leaders to assist in improving instructional effectiveness. The project director will provide assistance to after-school teachers analyzing student academic variables and offer suggestions and training to improve after-school instruction.

Professional development for 21<sup>st</sup> Century staff will include the following: pre-service orientation and training, including CPR; back-to-school training which covers a wide range of topics chosen by the Project Director; management training and site safety reviews provided by the *Dallas Afterschool*, a community partner; and a bi-weekly staff meeting with the Project Director to address site specific concerns and follow up on activity plans.

Teachers participating in the project will be supported through their campus principals and each campus' team will be supported by Dallas ISD's Extended Day Administrative staff.

We will also provide an initial gathering and quarterly follow-ups for all staff associated with the project to provide a big-picture review of the project's goals and achievements.

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Amendment # (for amendments only):

**TEA Program Requirement 3: Center Operation Requirements**

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 1 Center Name: T.W. Browne Middle School

9 digit campus ID# 057905-043

Distance to Fiscal Agent (Miles)

11 miles

Grade Levels to be served (PK-12)

Grades 6-8

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

**Total**

Number of Regular Students (attending 45 days or more per year) to be served:

75

Number of Adults (parent/ legal guardians only) to be served:

25

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application.

Center Number: 2 Center Name: J. W. Carpenter Elementary

9 digit campus ID# 057905-121

Distance to Fiscal Agent (Miles)

10 miles

Grade Levels to be served (PK-12)

Grades 1-5

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

**Total**

Number of Regular Students (attending 45 days or more per year) to be served:

29

Number of Adults (parent/ legal guardians only) to be served:

25

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 057-905		Amendment # (for amendments only):	
<b>TEA Program Requirement 3: Center Operation Requirements</b>			
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
<b>Center Number: 3</b>	<b>Center Name: Maria Moreno Elementary</b>		
<b>9 digit campus ID#</b>	<b>057905-272</b>	<b>Distance to Fiscal Agent (Miles)</b>	<b>9 miles</b>
<b>Grade Levels to be served (PK-12)</b>	<b>Grades 1-5</b>		
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. <b>Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.</b>			
			<b>Total</b>
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>		<b>36</b>	
<b>Number of Adults (parent/ legal guardians only) to be served:</b>		<b>25</b>	
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
<b>Campus Name</b>	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>
	N/A		
<b>9 digit Campus ID #</b>			
<b>District Name (if different)</b>			
<b>Distance to Center</b>			
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application.			
<b>Center Number: 4</b>	<b>Center Name: Hector Garcia Middle School</b>		
<b>9 digit campus ID#</b>	<b>057905-077</b>	<b>Distance to Fiscal Agent (Miles)</b>	<b>4 miles</b>
<b>Grade Levels to be served (PK-12)</b>	<b>Grades 6-8</b>		
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. <b>Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.</b>			
			<b>Total</b>
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>		<b>69</b>	
<b>Number of Adults (parent/ legal guardians only) to be served:</b>		<b>25</b>	
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
<b>Campus Name</b>	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>
	N/A		
<b>9 digit Campus ID #</b>			
<b>District Name (if different)</b>			
<b>Distance to Center</b>			

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 057-905

Amendment # (for amendments only):

**TEA Program Requirement 3: Center Operation Requirements**

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Center Number: 5****Center Name: John F. Peeler Elementary School****9 digit campus ID#**

057905-192

**Distance to Fiscal Agent (Miles)**

6 miles

**Grade Levels to be served (PK-12)**

Grades 1-5

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

**Total****Number of Regular Students (attending 45 days or more per year) to be served:**

31

**Number of Adults (parent/ legal guardians only) to be served:**

25

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
<b>Campus Name</b>	N/A			
<b>9 digit Campus ID #</b>				
<b>District Name (if different)</b>				
<b>Distance to Center</b>				

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application.

**Center Number: 6****Center Name: O.W. Holmes Humanities/Communications Academy****9 digit campus ID#**

057905-051

**Distance to Fiscal Agent (Miles)**

7 miles

**Grade Levels to be served (PK-12)**

Grade 6-8

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

**Total****Number of Regular Students (attending 45 days or more per year) to be served:**

47

**Number of Adults (parent/ legal guardians only) to be served:**

25

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
<b>Campus Name</b>	N/A			
<b>9 digit Campus ID #</b>				
<b>District Name (if different)</b>				
<b>Distance to Center</b>				

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 507-905					Amendment # (for amendments only):				
<b>TEA Program Requirement 3: Center Operation Requirements</b>									
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.									
<b>Center Number: 7</b>		<b>Center Name: John Neeley Bryan Elementary School</b>							
<b>9 digit campus ID#</b>		057905-114			<b>Distance to Fiscal Agent (Miles)</b>			8	
<b>Grade Levels to be served (PK-12)</b>		Grades 1-5							
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. <b>Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.</b>									
								<b>Total</b>	
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>								43	
<b>Number of Adults (parent/ legal guardians only) to be served:</b>								25	
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.									
<b>Campus Name</b>		<b>Feeder School #1</b>		<b>Feeder School #2</b>		<b>Feeder School #3</b>		<b>Feeder School #4</b>	
N/A									
<b>9 digit Campus ID #</b>									
<b>District Name (if different)</b>									
<b>Distance to Center</b>									
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application.									
<b>Center Number: 8</b>		<b>Center Name: William B. Miller Elementary School</b>							
<b>9 digit campus ID#</b>		057905-185			<b>Distance to Fiscal Agent (Miles)</b>			7 miles	
<b>Grade Levels to be served (PK-12)</b>		Grades 1-5							
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. <b>Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.</b>									
								<b>Total</b>	
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>								32	
<b>Number of Adults (parent/ legal guardians only) to be served:</b>								25	
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.									
<b>Campus Name</b>		<b>Feeder School #1</b>		<b>Feeder School #2</b>		<b>Feeder School #3</b>		<b>Feeder School #4</b>	
N/A									
<b>9 digit Campus ID #</b>									
<b>District Name (if different)</b>									
<b>Distance to Center</b>									

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 057-905		Amendment # (for amendments only):	
<b>TEA Program Requirement 3: Center Operation Requirements</b>			
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
<b>Center Number: 9</b>	<b>Center Name: Harold Lang Middle School</b>		
<b>9 digit campus ID#</b>	057905-076	<b>Distance to Fiscal Agent (Miles)</b>	8 miles
<b>Grade Levels to be served (PK-12)</b>	Grades 6-8		
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. <b>Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.</b>			
			<b>Total</b>
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>		83	
<b>Number of Adults (parent/ legal guardians only) to be served:</b>		25	
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
<b>Campus Name</b>	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>
N/A			
<b>9 digit Campus ID #</b>			
<b>District Name (if different)</b>			
<b>Distance to Center</b>			
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application.			
<b>Center Number: 10</b>	<b>Center Name: G.W. Truett Elementary School</b>		
<b>9 digit campus ID#</b>	057905-218	<b>Distance to Fiscal Agent (Miles)</b>	7 miles
<b>Grade Levels to be served (PK-12)</b>	Grades 1-5		
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. <b>Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.</b>			
			<b>Total</b>
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>		82	
<b>Number of Adults (parent/ legal guardians only) to be served:</b>		25	
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
<b>Campus Name</b>	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>
N/A			
<b>9 digit Campus ID #</b>			
<b>District Name (if different)</b>			
<b>Distance to Center</b>			

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 057-905

Amendment # (for amendments only):

**TEA Program Requirement 3a: Center Operations, Program Coordination.** Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Texas ACE 21<sup>st</sup> Century CLC Site Coordinators will office on-site at the school and will collaborate closely with campus personnel to communicate the value of the program for participants and recruit/refer those students, parents and family members with the greatest need. An intensive recruiting effort in August, 2016 will utilize group information sessions as well as parent/guardian meetings. Dallas ISD's Graphics Services Department in coordination with the Extended Day Services Department will design print and assist with the distribution of bilingual (English and Spanish) recruitment collateral, including newsletters, flyers, posters, parent handbooks, etc. Where appropriate, other neighborhood locations, such as churches, grocery stores, and district community events will be utilized in the recruitment process. Also, grant schools will be asked to identify students based on test scores, retention statistics, report card data and other determining factors and target those students for recruitment as well so they can benefit from the program offerings.

The strategy for program retention is focused on delivering quality programming that more than adequately addresses the needs of both students and family participants. Programs and curriculum developed by Dallas ISD is intended to focus on factors typically responsible for student departure: academic difficulties, inability of students to express and resolve personal challenges and goals; and students failure to become or remain incorporated in the intellectual and social life of the school environment.

In after-school, one of the most challenging factors is school-day staff working and meeting with after-school staff to synchronize academic assistance. Dallas ISD's goal is to ensure that there are designated times for both staff to meet twice a month to ensure that the afterschool academic and enrichment piece truly complements the day school program and targets the student's overall achievement and growth. This will allow students to explore learning concepts through both formal academic systems (in-school) and informal (out of school time) peer group interactions which will promote further discovery of learning, self expression and responsibility. Anchoring afterschool curriculum in academic subjects where students need more reinforcement and confidence, allows them to make critical learning connections as they look a problem-solving through a variety of creative practices. Funds were budgeted to pay certified teachers to provide academic tutoring during afterschool and summer hours. This is to further ensure that students are not learning random skills that they may or may not already have. Also, students working with teachers during afterschool hours will build those relationships and work to build an academically and socially integrated infrastructure to address and influence retention in the Texas ACE 21<sup>st</sup> CLC grant program. Participating students better equipped to complete a task are more confident in presenting their work to family members, peers and teachers. This framework provides a rich context from which to investigate and learn how students use their in-school and out of school experiences to be successful learners and successful in life.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 057-905

Amendment # (for amendments only):

**TEA Program Requirement 3b:** Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The center operations, staffing and schedule for the Cycle 9 grant program was developed in collaboration with District administrators, school staff, and key District offices of Extended Day Services, Summer Learning, Student Services and School Leadership that will directly provide programming and support to the 10 proposed sites. The program will operate a total of 39 weeks during the course of the grant year. Fall and Spring programs will be fully staffed with a required Site Coordinator per site, Enrichment Leaders to provide and facilitate activities and contracted vendors to provide enhanced enrichment activities. The Texas ACE 21<sup>st</sup> CCLC summer program will be offered in correlation with Dallas ISD's District-wide summer school program so that District resources can be leveraged with grant funds to supplement the summer program to enhance the overall program experience for participating students. Leveraging resources such as summer transportation, administrative coverage for sites, counselors, nurses, and targeted academic programs delivered by the District's Distinguished Teachers, will greatly enhance the rigorous and creative six-week summer program for participating grant students. Each of the ten summer program sites will be staffed with a Texas 21<sup>st</sup> CCLC Site coordinator and enrichment leaders to provide program oversight and delivery and facilitate student coverage during summer hours. Listed below is the schedule and operation dates and times:

<b>Fall Semester</b>	September 6, 2016-December 22, 2016 15 weeks of programming, 70 days Monday-Friday 12.5-15 hours per week (depending on site)
<b>Spring Semester</b>	January 10, 2017-May 19, 2017 18 weeks of programming, 85 days Monday-Friday 12.5-15 hours per week (depending on site)
<b>Summer</b>	June 5, 2017-July 14, 2017 6 weeks of programming Monday-Thursday; 4 hours per day/16 hours per week

**TEA Program Requirement 3c:** Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Dallas ISD has created a System of Safety Practices for Afterschool (**SSPA**) that correlates and synthesizes federal, state and local guidelines. **SSPA** also incorporates the Minimum Standards from the Texas Department of Family and Protective Services, and Quality Standards from the National Afterschool Association. The District partners with the **Dallas Afterschool** to ensure that the **SSPA** reaches national quality standards by utilizing their **Program Quality Initiative (PQI)** process. The PQI is a prescribed process for helping out-of-school time organizations deliver the highest possible quality afterschool program through the use their proprietary AQUa self-assessment tool, training opportunities, and coaching from a Quality Advisor. Program staff will be thoroughly trained in the **SSPA** and will be given a **SSPA** binder containing a First-Aid Kit, Dallas ISD Campus Emergency Plan, Dallas ISD Code of Conduct, Safety-Walk Through checklist and Program Schedule Matrix among other resources. The schedule matrix will indicate each activities' specific location, program day and program time and each class roster will document the students within each activity. This ensures that all participants can be located and accounted for, especially during an emergency. Clear communication with program staff, parents and students is key when communicating the expectations and safety procedures. Research by *Eamon and Hong (2011)* supports that students' positive perception of school safety, directly increases program success. Furthermore, students who have talked to their parents about their studies, school activities, and other concerns actually felt safer. Participants will be encouraged to have similar conversations with their parents because they have a tendency to resist the extra safety precautions during afterschool until they are come to understand that it is of the best interest of their child's safety and well-being. Afterschool participants will continuously be monitored by enrichment leaders from the start of the program and during transitions as they move from one space to another. Every participant will be required to complete a program enrollment form signed by a parent/guardian and will be on file along with their current contact information, health concerns and allergies as a part of the **SSPA**. Student attendance will be taken upon the start of the program in the common area and during each activity. The parent/guardian listed on the student's enrollment form will be required to come into the program and sign the student out of the program each day. All outside guests must show a picture ID to visit the program and sign in at the campus front office and with the site coordinator and will be monitored during all interactions with the participants.

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## Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057-905

Amendment # (for amendments only):

**TEA Program Requirement 4a:** Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Dallas ISD will align all program activities with one or more of the four components intended by TEA for Texas ACE 21<sup>st</sup> CCLC programming and will promote student academic achievement and success in school. The program design contains a research-based academic curriculum correlated to the TEKS and regular –school day objectives. All students will be eligible to participate in center activities, but special attention will be given to recruit students at risk for academic failure. The following factors will be used to determine if a student is at-risk: failure to pass one or more parts of the STAAR exam during the last test period, retention in one or more grades, attended summer school in the previous summer, recurrent pattern of absences, and referrals from the counselor, special programs or classroom teachers, disciplinary referrals, substance usage or abuse, and referrals to the juvenile justice system. Dallas ISD certified instructors will deliver small group instruction to students at risk for of educational failure and dropping out of school. Supplemental technology software such as I-Station and Achieve 3000 will help to reinforce skills that have been taught during the school day.

Afterschool programming will occur from 2:55 p.m.–6:00 p.m. Monday-Friday for elementary students and 3:35 pm-6:00 p.m., Monday –Friday for middle school students. Through numerous observations of the district's afterschool programs, it was discovered that students who had to remain afterschool for tutoring were not focused when tutoring began immediately afterschool, which prompted a change in how afterschool programming is delivered in Dallas ISD. Therefore, at the end of the school day, students will be able to enjoy a super snack or supper and will engage in **Positive Peer Interaction (PPI)** and structured recreational activities where they will be able to socialize with their peers for the first 30-35 minutes of the program. Upon the completion of snacks and PPI, students will move into the Homework Power Hour with their enrichment leaders who will assist with homework or implement educational games such as Reader's Theater. Other students will attend targeting tutoring sessions with their designated teacher for next 45 minutes of programming. After-school tutoring will include rigorous, personalized academic assistance based on student's progress reports, standardized text data and their ACP's (assessment of course performance) that are given each six weeks. Tutorials for participating students will be designed to target each student's needs as well as a vast array of enrichment activities that engage students in learning directly aligned with District's student expectations standards and TEKS. The last 90 minutes of programming will be dedicated to an variety of enrichment options. Enrichment activities will be led by community-based orgaizations, program staff, and campus teachers, that will promote student's social-emotional well-being, and allow positive social, creative, recreational and interpersonal experiences to enrich and expand student's connections to their in-school learning and community engagement.

All programs will integrate social and emotional activities especially for the middle students who are facing the day-to day challenges of early adolescence. **Afterschool: providing Multiple Benefits to Middle School Students (2010)** states middle-school aged students are more automonous, busier, and better able to and more likely to articulate specific needs, and less appeased by activities designed for a general audience. With this in mind, middle school students will be given a broad array of activities and services centered around promoting their overall well-being. Project activities will include physical fitness activity choices such as Zumba and yoga; arts and cultural activities that allow for creative expression such as theater; opportunities for positive socal interactions with peers and adults through intramural sports.

Summer School has been offered yearly in Dallas ISD, to provide students in danger of failing the opportunity to attend remediation classes for course or credit recovery over a three-week period. During the last 4 years, Dallas ISD has taken a different approach to to closing the summer learning loss gap. An instructional model has been developed to not just remediate students during the summer, but enrich them as well and develop the whole child. But, through the 21<sup>st</sup> CCLC funding, Dallas ISD will be able to enhance this programming and offer it for 6 weeks during the summer versus the three weeks that will be only dedicated to remediation.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 057-905

Amendment # (for amendments only):

**TEA Program Requirement 4b:** Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Dallas ISD's mission is educating all students for success and in order to meet the diverse needs of the 527 students that will participate in this grant program, we will use a comprehensive, coordinated planning tool rooted in TEA's ACE blueprint that will facilitate a collaborative process which will allow campus leadership and campus instructional teams to design and implement an academic intervention program that will best meet the needs of the students in the program. To ensure that instruction is adaptable and is meeting the needs of students, these targeted services must be based upon ongoing student assessment.

After-school tutoring in the Texas ACE 21<sup>st</sup> Century CLC program will include rigorous, personalized academic assistance based on student's progress reports, standardized test data and their ACP's (assessment of course performance) that are given each six weeks. Students at-risk for academic failure will receive interventions 2-3 days per week in a small group setting of no more than five students per session. Instructional leaders will develop plan to support desired student outcomes such as: improved academic performance, attendance, behavior, promotion and graduation rates. Dallas ISD will assemble an instructional team charged with developing and delivering the activities and lessons necessary to implement each campus plan. Instructional teams for each grant school will develop highly interactive lessons and activities that support the Campus Improvement Plan. Teams will meet a minimum of twice monthly to develop and review lesson plans and to assess student progress.

In addition to the small group interventions, students will be supported by adult advocates (Enrichment Leaders), who will support their learning and growth throughout the grant program. Enrichment Leaders at each site (1:22 ratio) will get to know each student and act as advocates, role models and mentors. Community educators will also inspire and motivate students as they participate in the vast array of enrichment opportunities.

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County-district number or vendor ID: 057-905

Amendment # (for amendments only):

**TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist.** Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist encourages family/parental involvement in the afterschool program at the campus level and provides ongoing, educational programs to immediate family members, parents/legal guardians of students enrolled in the Texas ACE 21<sup>st</sup> Century CLC program. The full-time position must have a bachelor's Degree from an accredited university in Education, Social Science or a directly related field; two years of directly related experience in parent and community engagement programs; knowledge of scientifically-based family and adult program/curriculum; demonstrated experience in the development, implementation and monitoring of parent engagement programs; demonstrated competence in cross-cultural communication, training ability, and parent-school-community partnerships; experience working with families of diverse cultures and economic backgrounds; be able to work flexible hours; bilingual in English and Spanish is strongly preferred.

The role of the Family Engagement Specialist is significant to the overall success of the students in the grant program and the individual selected for this role must be able to coordinate/conduct training workshops that will foster growth and advancement to parents by encouraging them to take an active role in their child's academic achievement and success; organize and implement activities related to parent involvement that will enhance the school's climate, help support education and the impact it displays on future generations (i.e. community fest, neighborhood showcases); develop a mentoring programs that will empower parents to think outside the box and dare to dream beyond the present; develop a newsletter or webpage to share informative/interactive information about academics, interventions and best practices parents can use to help motivate, guide and inspire their children to move forward into the direction of college and career readiness; and work with professional personnel, students, and parents to help students be successful in school by making available, information to increase the understanding of specific elements that may be attributed to problems related to emotional, physical, academic, and economic areas.

**TEA Program Requirement 5b: Family Engagement, Program Coordination.** Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist will work directly with the Program Coordinator to recruit parents by various means of communication. A parent interest survey will be created to send home with each student to use in the development of a parent involvement plan for the year, which will consist of diverse, educational and enriching classes and workshops.

If a vast amount of surveys are not returned and there is not enough data to determine what the interest is for the parents, a call center will be staffed with volunteers in the evening to personally reach out to the parents. This will be a great personal forum for one on one communication with the parents. The volunteers will be able to share with the parents information about the grant that was awarded to the school and how it is designed to benefit not only the students, but the entire family. Parents will be able to share some of their concerns and express what they feel would be beneficial to help them help their children develop academically, socially, and emotionally.

After the Parent Engagement Calendar is completed, there will be a monthly calendar sent home with each student and placed on the school's web-site. The school messenger and the school marquee will be used to notify parents of upcoming events. Flyers will be designed to send home with the students, to be placed within the community at the neighborhood libraries, local businesses, and residents where students live. Community walks will be done to distribute literature and upcoming event information about the program. Grade level competitions will be done rewarding the grade level with the most parent attendance.

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By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 057-905

Amendment # (for amendments only):

**TEA Program Requirement 5c: Family Engagement, Activities.** Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Family engagement is associated with improvements in essential student outcomes. It is a shared responsibility in which schools and community agencies and organizations commit to reaching out in a meaningful way. Learning begins at home and by creating an environment that values education and supports a child's learning, parents are giving their child a significant head-start in life. Parents and families have the most direct and lifelong effect on children's learning and development. Parental involvement increases regular school attendance, social competence, academic achievements, and higher self-esteem.

Family engagement activities is a viable avenue to equip parents and caregivers with knowledge to empower their children. Activities will be offered at the schools and in the community before, during and afterschool. This will allow the working parents the same opportunity to be involved as the non-working parents.

**Family Literacy Night** will be held twice a month where parents and students will engage in literary activities that will increase critical thinking skills, comprehension, expand their imagination and help build strong communication skills. This activity will be facilitate by a DISD approved vendor (Writer's Garret).

**Language Exchange Class** – This class will afford parents the opportunity to learn and appreciate the transition of English to Spanish and Spanish to English. Spanish speaking parents will learn the basic day to day English language and English speaking parents will learn the basic day to day Spanish language. These classes are designed to help parents develop a partnership with the schools and each other as they strive to keep the lines of communication open.

**Parent Mentoring Program** – This program will empower parents by equipping them with the essential tools for helping their child build confidence, character, develop organizational skills, decision making, and goals setting. These components are necessary for students to be successful as they move toward college and career readiness.

Each grant campus will have a parent center available to provide various resources for parents on topics such as: **Building Portfolios, Writing Resumes That Get the Job You Want, The Do's and Don'ts of Interviewing, Parenting Children of All Ages, Ways to Effectively Communicate With Your Child, Building Strong Family Relationships, Mothers Raising Boys, single Parenting and Grandparents Raising Grandchildren.** Contact information for individuals and organizations that are experts in specific areas will also be available.

Parents will be able to participate in **Literacy classes, GED/ESL classes, Visual and Performing Arts classes, Wellness/Healthy Nutrition for the family classes, Finance classes, Technology classes, public speaking Classes, and Workforce Readiness classes.**

The parent center will be available during school and afterschool hours. Workshops will be held throughout the school year also during and afterschool hours on topics of interest. Additional resources that will be used to provide scientifically-based useful information will be Dallas ISD Staff with concentrated interest or talents in areas outside their content area, Community Liaisons, DISD The Office of Family and Community Engagement, Approved District Vendors, Vetted organizations through DISD's Volunteer and Partnership Services, Community Programs/Individuals (i.e. Dallas Public Libraries, Dallas County Community Colleges, Dallas Concilio, Dallas County District Attorney's Office, Texas A&M Agrilife, and specialized individuals) ARK Curriculum - Adults Relating to Kids.

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<b>Schedule #18—Equitable Access and Participation</b>				
County-District Number or Vendor ID: 057-905			Amendment number (for amendments only):	
<b>No Barriers</b>				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Gender-Specific Bias</b>				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 057-905

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 057-905

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E02	Provide program materials/information in Braille	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 057-905

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 057-905

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Truancy**

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 057-905

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 057-905

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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**Schedule #19—Private Nonprofit School Participation**

County-District Number or Vendor ID: 057-905

Amendment number (for amendments only):

**Part 1: Private Nonprofit School Contacts.** This part is required regardless of whether any private nonprofit schools are participating in the program. For *statewide* teacher training programs or *statewide* student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.

**Total Nonprofit Schools within Boundary**Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): **162****Initial Phase Contact Methods**

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☒ Email☐ Other method (specify):**Total Eligible Nonprofit Students within Boundary**

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none):

Check box only if there is no data available to determine the number of eligible students: ☒**Total Nonprofit Participants**

Total nonprofit schools participating:

Total nonprofit students participating:

Total nonprofit teachers participating:

No nonprofit schools participating: ☒No nonprofit students participating: ☒No nonprofit teachers participating: ☒

**Part 2: Consultation and Services.** Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

**Participant Consultation: Development and Design Phase Consultation Methods**

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other (specify):**Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)**☐ How children's needs will be identified☐ What services will be offered☐ How, where, and by whom the services will be provided☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor☐ Other (specify):**For TEA Use Only**

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**Schedule #19—Private Nonprofit School Participation (cont.)**

County-District Number or Vendor ID: 057-905

Amendment number (for amendments only):

**Part 3: Services and Benefits Delivery****Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers	Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:	Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students:    # of teachers:			Activity #1 end date
2	School name:	Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students:    # of teachers:			Activity #2 end date
3	School name:	Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students:    # of teachers:			Activity #3 end date
4	School name:	Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students:    # of teachers:			Activity #4 end date
5	School name:	Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students:    # of teachers:			Activity #5 end date

**Part 5: Differences in Program Benefits Provided to Public and Private Schools**

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

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